

A SUGGESTED ORGANIZATION OF THE STATE AND COUNTY DEPARTMENTS OF EDUCATION FOR THE BETTER ADMINISTRATION AND SUPERVISION OF THE RURAL SCHOOLS.

(Continued from Page Two.)

ty school system, which possesses the only organization capable of giving authority and continuity to her work. She would co-ordinate the county work of the United States Government and Winthrop College directed toward practical homemaking.

VII.—The District Board of Trustees.
The district board of trustees should also be a continuing body composed of three members, one of whom should be chosen each year for a term of three years. This board of trustees should be the local advisory committee of the County Superintendent and County Board of Education. They should hold an annual meeting of the school patrons and voters of the district, at which a report should be made of the receipts and expenditures of the year. They should also present their recommendations and the financial budget for the new year. The last item of business at the annual school meeting should be the election of the trustee. If a district fails to avail itself of the privilege of electing a trustee, the County Board of Education should fill the vacancy.

VIII.—School Support.
The money for the support of the schools should come from three sources—the State, the county, and the district. At present there are glaring disparities in the per capita of school revenue in the various districts of the State arising from the unequal distribution of wealth, the unequal race distribution, and especially from the presence or absence in the district of railroads, power plants, or other public utilities.

1. In my opinion it is highly desirable that we have a State appropriation or a State tax sufficient to guarantee a school term of three months in every school district.
2. There should be in each county a county tax sufficient to provide for three more months.
3. There should be a special dis-

trict tax sufficient to provide for the school building and incidental expenses, and secure the additional school term desired by the district. Part of the State appropriation should be used to encourage the local district to help itself by voting a special tax.

At present one of the most glaring disparities in district revenues arises from the fact that a school district has the right to impose a special tax on public utilities situated within its borders. There are many districts in South Carolina in which the railroad pays half of the total school tax. It is comparatively easy for such a district to maintain a school, while an adjoining district, which the railroad does not touch, is placed at a great disadvantage. For this reason many school districts in the State have been gerrymandered so as to take in the greatest possible railroad mileage. A district which is blessed with a large railroad mileage running through a swamp where nobody can live has sometimes considered itself exceptionally blessed. A minute's thought will convince one that a railroad, a power plant, a telegraph line, a telephone line, or any other form of public utility should not be considered an object of exclusive taxation by the school district through which it passes. On the other hand, it should be an asset of the entire territory which it serves, and from which it obtains its revenues. In practice the present condition works disastrously both for the general public and for the public utility. The more abundant revenue and the better school facilities which are made possible for the towns on the railroad have a tendency to attract the people from the surrounding farms, and consequently to decrease farm productivity and the earning power of the railroad which pays the taxes. The only solution which occurs to me is to segregate the proper-

ty belonging to the railroads, power plants, telegraph lines, telephone lines, and other public utilities, and to levy on all this property a State tax which will provide for the expenses of the State government, including the State school taxes already mentioned. These forms of property should then be exempt from local taxes. This, however, is a phase of the whole tax question which now demands the best thought of our people.

IX.—The School.

While it will be many years before the one-teacher school becomes a thing of the past in South Carolina, the inevitable tendency in the more progressive communities will be in the direction of a school employing at least three teachers. Such a school affords a better classification of the pupils, stronger social incentives to good school work, and an opportunity to introduce special work in agriculture, homemaking, and manual training designed to secure a better adaptation of the school to the needs of the community. An efficient country school will gradually acquire some of the following distinguishing characteristics:

1. The teacher, or at least the principal, will remain for a term of years in the same position. He will be elected for a period of at least three years, and the country school will follow the lead of our best city systems and adopt a salary schedule under which the teacher's salary will be increased with increased experience and efficiency.
2. The school term and the vacations will be arranged to meet the community necessities. The minimum term will be eight months. The teacher will be employed for the year, and will be given a vacation of six weeks. In sections where it is necessary for the children to work on the farm the school will have a summer term of two months and a winter term

of six months, with a fall and a spring vacation. When the school itself is not in session the teacher will still live in the community, and will have charge of the boys' and girls' agricultural and club work.

3. The school will be a community center. In its auditorium the community meetings of fathers, mothers and young people will be held. Its library will expand into the community knowledge and experience of the whole district in its daily work.

4. In many cases a teacher's home will be built at the school house, and his garden and the school experiment plot will serve as the central agency for the dissemination of agricultural knowledge throughout the community.

Though the universal attainment of these ideals must be placed indefinitely in the future, there are now many schools in South Carolina which are steadily approaching them.

Respectfully submitted,
W. K. TATE,
State Supervisor Rural Schools.

Waterloo School.

The first schoolhouse was built in Waterloo in 1825 and was located a little to the northeast of the town, by the side of the old Methodist church and the cemetery. It was an ugly two-story wooden building. The school occupied the first floor and the Masons rented the second floor.

In 1876 another schoolhouse was built. This building was better than the first but would be considered a very poor one in days of modern school building. It was very poorly ventilated and had but one large room with a large fireplace in one end. The children sat on slab seats. Therefore the room was very uncomfortable.

In 1907, through the determined efforts of W. Carl Wharton, there was built a large, commodious two-story

modern school building in Waterloo. The building has three large rooms, a wide hall and cloak room down stairs, and has a large auditorium upstairs.

The school is classed as a rural graded school and has an enrollment of 79 pupils and it has ten grades with three teachers and is an eight months school. P. B. Parbrough is principal, Miss Lyl Culbertson and Miss Mattie McPadden, assistant teachers. We have a School Improvement association and have given two public entertainments lately, from which we realized about \$18 profit for the school.

Our school is getting along nicely and we hope to get some of the blue ribbons at the School Fair.

J. C. Smith, Jr.

USE "TIZ" FOR SORE, TIRED, SWEATY FEET

"TIZ" makes sore, burning, tired feet fairly dance with delight. Away go the aches and pains, the corns, callouses, blisters and bunions.



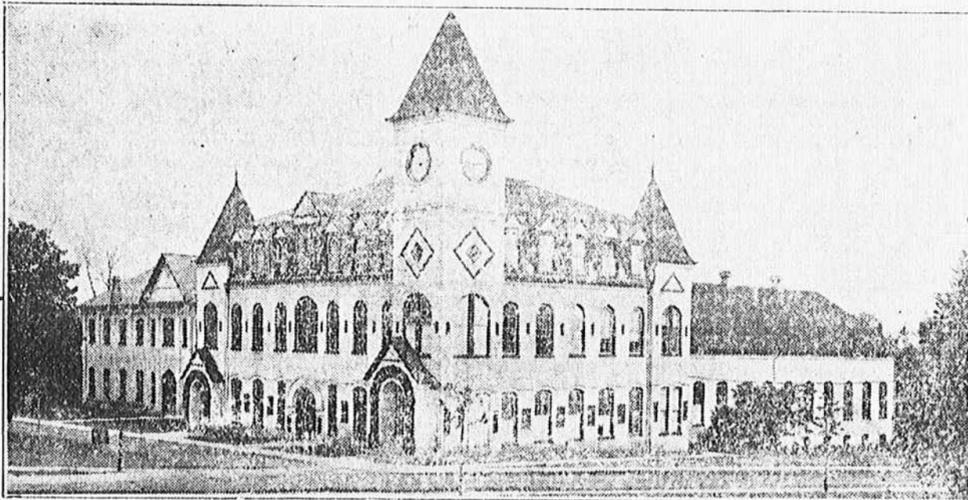
"TIZ" draws out the acids and poisons that puff up your feet. No matter how hard you work, how long you dance, how far you walk, or how long you remain on your feet, "TIZ" brings restful foot comfort. "TIZ" is wonderful for tired, aching, swollen, smarting feet. Your feet just tingle for joy; shoes never hurt or seem tight. Get a 25 cent box of "TIZ" now from any druggist or department store. End foot torture forever—wear smaller shoes, keep your feet fresh, sweet and happy. Just think! a whole year's foot comfort for only 25 cents.

To Prevent Blood Poisoning
apply at once the wonderful old reliable DR. FORTER'S ANTISEPTIC HEALING OIL, a surgical dressing that relieves pain and heals at the same time. Not a liniment. 25c, 50c, \$1.00.

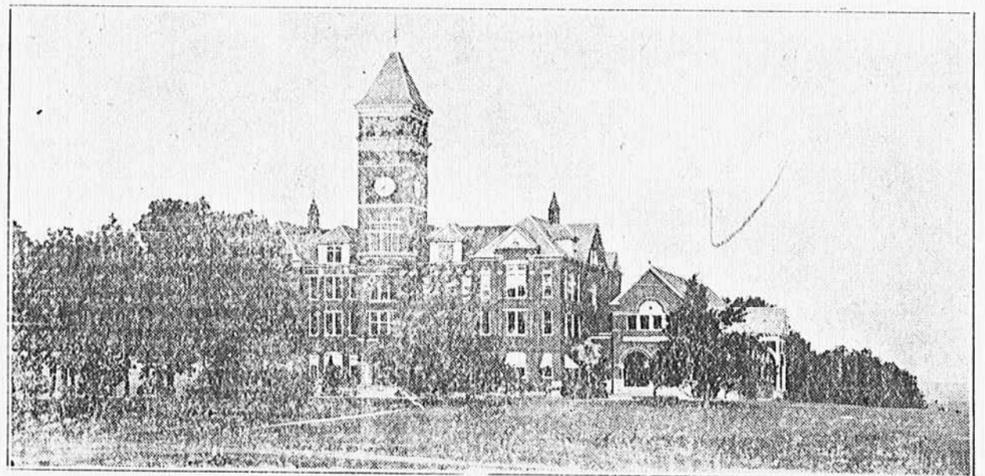
The Clemson Agricultural College

South Carolina's School of Engineering and Agriculture

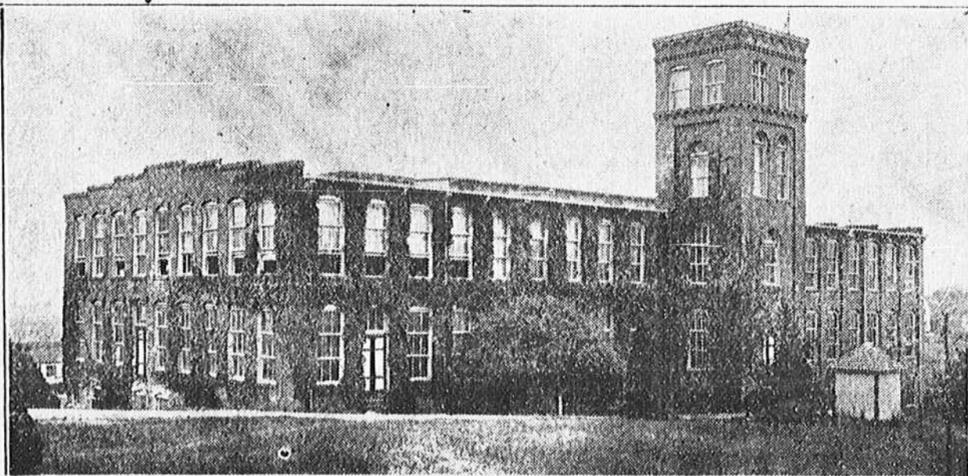
One of the largest and best equipped Agricultural and Mechanical Colleges in the South. 1,544 acres of land. Value of plant over \$1,300,000. Over 90 teachers, officers and assistants. Over 800 students. Every county in South Carolina represented. Twelve degree courses. Four short courses. Twenty-six departments. New and modern buildings, equipment and sanitation. 219 Agricultural and Textile Scholarships. Scholarship and Entrance Examinations held at county seats on July 10, 1914



ENGINEERING BUILDING



ADMINISTRATION BUILDING



TEXTILE DEPARTMENT



AGRICULTURAL HALL

LOCATION AND ENVIRONMENT

The College is located in Oconee County at the foot of the Blue Ridge Mountains, on the homestead of Jno. C. Calhoun and later owned by his son-in-law, Thos. G. Clemson. The College is over 800 feet above the sea level and the climate is healthful and invigorating. Temptations to dissipate or spend money foolishly are reduced to a minimum.

The students are under military government and every effort is made to train up manly young men who will reflect credit on the College and on the State.

Requirements of Admission.

No student will be admitted to the Freshman Class who is not at least 16 years old at the time of entrance.

An honorable discharge from the last school or college attended is required.

No student will be admitted who is not reasonably healthy and free from contagious diseases, including tuberculosis.

Applicants for the Freshman Class must stand examinations either at their county seat or at the College, unless they can fill out satisfactorily a prescribed certificate, furnished by the

College, showing satisfactory preparation.

Courses of Study.

The following four-year courses of study leading to the degree of Bachelor of Science are offered:

Agriculture, (7 courses), Chemistry, Mechanical and Electrical Engineering, Civil Engineering, Textile, Architectural Engineering.

Four-Weeks Course in Agriculture. (For young men over 18 years old. Begins January 12th.)

Four-Weeks course in Cotton Grading. (Begins January 12th.)

Two-Year Course in Textiles. One-Year Course in Agriculture. (For young farmers 18 years old or over. Begins Oct. 1st and ends June 1st.)

COST

The cost for any of the twelve regular four-year courses or the Two-Year Textile Course is \$193.45 per session. This amount covers uniforms, board, room, heat, light, water, laundry and all fees except tuition. Tuition is \$40.00 additional to those who are able to pay.

The cost of the One-Year Agricultural Course is \$117.45. This amount

covers the same items as are listed above.

The cost of the Four-Weeks' Winter Course for Farmers, and the Four-Weeks' Course in Cotton Grading is \$10.00. This amount covers board, heat, light and water. No uniforms are required.

Write at once to

W. M. RIGGS, PRESIDENT

Clemson College, S. C., for Catalog, etc.

If you delay, you may be crowded out. Next session opens Wed., Sept. 9th.